

Learning Contract for Murray State University Social Work Program Internship

[This contract was adapted from one used by California State University, Long Beach, Social Work Program]

The Intern and the Field Educator/Supervisor may add additional learning opportunities and student activities that are unique to the agency to meet each competency. These added activities should be reviewed with the MSU Field Director or designee by the end of the second week of the internship. [These activities will also be discussed in the required field seminar the first and second week of the internship]. Learning opportunities and activities in the contract are required of all students. Learning activities may be customized to fit the site.

Students/interns are to be rated on a five point Likert Scale with 1 as the lowest rating and 5 at the highest rating. **A beginning level social worker** [BSW program graduate] is expected to be at the 3 rating on each competency by the completion of the 16-week internship. No student/intern who has a score of lower than 2 on any competency at the final evaluation will receive a grade above D in SWK 499; no student/intern who has an overall rating below 3.0 at the final evaluation will receive a grade higher than C in SWK 499. Failure to achieve at least a 3.0 rating on Competency one at final evaluation will also result in a C grade for the class, since failure to achieve the 3.0 rating indicates student has a lack in professionalism and/or in ethics.

The field educator and the student/intern together will fill out the midterm and final evaluations for the student/intern and these will be discussed with the Field Director or designee during the midterm and field visits. At the midterm evaluation, examples of ways that students/interns do not meet the listed professional behaviors that are representative of the competencies are important to help the student improve, as are strategies for improvement. At the final evaluation, examples of how the student/intern failed to achieve a rating of 3.0, the expected rating for an entry level social worker will be used to help the student/intern understand the rating and the need for improvement.

In situations where the student/intern has both a task supervisor and Field Educator who guides social work professional issues, each will evaluate the student/intern separately in the areas of which each has specific knowledge.

Also too, it is expected the student/intern demonstrates the ability to apply all behaviors where relevant to all levels of practice, macro, mezzo/organization and micro/family. Please contact the field director if there are difficulties providing the relevant experiences.

Competency #1: Ethical and Professional Behavior - Intern identifies as a professional social worker and conduct oneself accordingly. Apply social work ethical principles to guide professional practice.

LEARNING OPPORTUNITIES AND STUDENT ACTIVITIES TO ACHIEVE COMPETENCY #1	
1.	List ways personal and professional values may conflict during the internship.
2.	Identifies at least three ethical dilemmas during the course of the internship and discusses process(s) used to resolve these dilemmas.
3.	Consistently uses agency format for documentation as required by the agency.
4.	Consistently turns in required paperwork including journal, agency documentation and other required information accurately and on time

Evaluation of Practice Behaviors				
Does Not Meet Expectation	Beginning Level of Skill	Competent	Advanced	Mastered
1	2	3	4	5

	midterm	final
a. Articulates the various roles, functions, and purposes of social workers		
b. Demonstrates professional behavior in (demeanor, appearance and communication)		
c. Establishes and maintains professional boundaries (with clients, staff, field instructor & other professionals)		
d. Engages in appropriate use of supervision and consultation		
e. Demonstrates ability to be self-evaluative and accountable for his/her own learning and professional development.		
f. Makes ethical decisions by applying ethical standards of the NASW Code of Ethics.		
g. Recognizes and understands how professional values can guide social work practice.		
h. Applies ethical problem-solving strategies in situations of uncertainty.		
i. Applies ethical frameworks to situations to clarify the priorities of the situation in order of importance		
j. Applies relevant legal standards to practice (such as mandated reporting, parental consent, legal consent, etc.).		
k. Demonstrates insight into personal dynamics, feelings, and values.		
l. Writes professionally with clarity, organization, and conciseness.		
m. Articulates orally with clarity, organization, and conciseness.		
n. Uses technology to enhance the communication of ideas.		

Comments required at the end of semester but encouraged at mid-term for the student: _____

Competency #2 Diversity and Difference - Intern engages diversity and difference in practice.

LEARNING OPPORTUNITIES AND STUDENT ACTIVITIES TO ACHIEVE COMPETENCY #2	
1.	Student/Intern makes at least a 135 on cultural competency exam in CANVAS.
2.	Student/Intern uses census data to indicate racial, ethnic and economic breakdown of community served by the agency.
3.	Student/Intern chooses at least one diverse population to research information related to culture, family traditions, economic status and fit in the community. (Explain if this group is marginalized by the community and the ways in which this group is marginalized in the community) Some examples are in housing, school system, criminal justice system and community events.

Evaluation of Practice Behaviors				
Does Not Meet Expectation	Beginning Level of Skill	Competent	Advanced	Mastered
1	2	3	4	5

	midterm	final
a. Recognizes how a culture’s structures and values may oppress, discriminate, and marginalize, as well as enhance privilege or power.		
b. Recognizes own biases and values, recognizing one’s role as a learner, in work with diverse and different groups.		
c. Views oneself as a learner and seeks guidance from experienced professionals and others.		
d. Understands and applies the multiple aspects of diversity including but not limited to age, class, color, disability, ethnicity, gender, gender identity and expression, immigration status, race religion, political ideology, and sexual orientation in shaping life experiences.		

Comments required at the end of semester but encouraged at mid-term for the student: _____

Competency #3: Social Justice and Human Rights – Student/Intern advances human rights, social, economic, and environmental justice.

LEARNING OPPORTUNITIES AND STUDENT ACTIVITIES TO ACHIEVE COMPETENCY #3	
1.	Review agency policy for ways in which agency policy may oppress or marginalize client groups or potential client groups.
2.	Review K-12 school policies to check for marginalization of foster children and homeless children in the community. What specific programs are there to protect the privacy of these children and their families in place in the school system?
3.	Choose an institution of higher learning that serves your community. What policies contribute to the advancement of human rights, social, economic and environmental justice and equity? Explain. Are there any policies that do not contribute to equity between groups? Explain (Look at admission policies, grading policies and retention policies, among others.)
4.	Look at arrest records for the community in which you are doing your internship by race and ethnic group. Compare arrest record statistics by race and ethnicity with the percentage of each race in the community. Is there disproportionality in arrests by race and ethnicity in the community where you are doing your internship? Does your agency serve clients who have felony records or in the case of juveniles or parents who have felony records? What impact does that felony record have on the family to secure housing and secure a job that pays a living wage? Explain. How does your agency assist people with felony records?

Evaluation of Practice Behaviors				
Does Not Meet Expectation	Beginning Level of Skill	Competent	Advanced	Mastered
1	2	3	4	5

	midterm	final
a. Understands theories, forms and mechanisms of oppression and discrimination to promote human and civil rights.		
b. Demonstrates an understanding of how systems [national, state, local, agency, family] structurally oppress diverse people in client and other groups		
b. Is knowledgeable of local, regional and global programs and services available for advocacy of human rights.		
c. Engages in practices that advance human rights and social and economic justice.		

Comments required at the end of semester but encouraged at mid-term for the student: _____

Competency #4: Research and Practice – Intern engages in research-informed practice and practice informed research.

LEARNING OPPORTUNITIES AND STUDENT ACTIVITIES TO ACHIEVE COMPETENCY #4	
1.	Utilize research in peer reviewed journal and websites of professional organization materials to find ways that organizations similar to your agency have worked to overcome challenges in communities similar to the ones in which your agency is located.
2.	Utilize peer reviewed literature to find examples of best practices in overcoming a challenge faced by one of the agency's clients.
3.	Utilize peer reviewed literature to find best practice solutions to improve at least one of your agency's programs.

Evaluation of Practice Behaviors				
Does Not Meet Expectation	Beginning Level of Skill	Competent	Advanced	Mastered
1	2	3	4	5

	midterm	final
a. Is familiar with a variety of research methods.		
b. Critically evaluates and applies research evidence to inform practice.		
c. Uses practice experience to inform scientific inquiry		
d. Understands and responds to ongoing emerging societal trends, and scientific and technological developments.		

Comments required at the end of semester but encouraged at mid-term for the student: _____

Competency #5: Policy Practice - Intern engages in policy informed practice to advance social and economic well-being and to deliver effective social work services.

LEARNING OPPORTUNITIES AND STUDENT ACTIVITIES TO ACHIEVE COMPETENCY #5	
1.	Chose an agency policy that needs to be changed to benefit clients. Modify the policy or write a new policy that will improve equity or social justice for population served. Explain why the new policy is better.
2.	Chose a state law that needs to be changed to improve or better social economic or environmental justice for the population served by your agency. State the policy and give the citation for the policy. Then state how this policy/law should be modified. Outline a lobbying plan to gather support for the change. How would you recruit supporters? Explain. Explain also how you would use social media for this change.
3.	What laws need to be changed for people reentering the community from jail, prison or long term SA treatment (think housing, jobs and school systems)?

Evaluation of Practice Behaviors				
Does Not Meet Expectation	Beginning Level of Skill	Competent	Advanced	Mastered
1	2	3	4	5

	midterm	final
a. Identifies the role of policy in service delivery and its impact on social welfare delivery system.		
b. Identifies the role of practice in policy development.		
c. Identifies how agency policies guide services provided and eligibility for services		
d. identifies how agency policy can be a barrier for clients		
e. Engages and advocates in policy practice for effective policy actions that advances social well-being.		
f. Recognizes the importance of collaboration with colleagues and clients for effective policy action.		

Comments required at the end of semester but encouraged at mid-term for the student:: _____

Competency #6: Engagement – Intern engages with individuals, families, groups, organizations, and communities.

LEARNING OPPORTUNITIES AND STUDENT ACTIVITIES TO ACHIEVE COMPETENCY #6	
1.	Student/Intern will demonstrate awareness of blocks in building relationship with at least one client. Demonstrated by journaling and discussion with site supervisor.
2.	Student/Intern will work with supervisor and through the use of literature to develop strategies to overcome issues in building relationship with client above.
3.	Student/Intern will determine issues involved in building a relationship in the community with other community members to resolve a community issue. Student will document these issues and develop strategies to become more effective in community relationship and engagement. If student is able to be involved in a community coalition, student will document effectiveness/lack of effectiveness in building relationship with other members of the coalition.

Evaluation of Practice Behaviors				
Does Not Meet Expectation	Beginning Level of Skill	Competent	Advanced	Mastered
1	2	3	4	5

	midterm	final
a. Develops a collaborative working relationship with client systems of all sizes.		
b. Demonstrates use of empathy and active listening skills		
c. Is aware of how they are perceived by clients, and able to modify behavior as indicated by client response		
d. Demonstrates ability to develop trusting working relationships with clients.		

Comments required at the end of semester but encouraged at mid-term for the student: _____

Competency #7: Assessment - Intern assesses individuals, families, groups, organizations, and communities.

LEARNING OPPORTUNITIES AND STUDENT ACTIVITIES TO ACHIEVE COMPETENCY #7	
1.	Student utilizes Maslow’s first 3 levels to assess an individual client’s needs.
2.	Student uses social system theory (See handout on systems assignment) to assess relationship between the programs in the agency.
3.	Student/Intern uses social systems theory (see handout systems assignment) to assess relationships between agencies in the community and to assess relationships between community institutions, example school systems, religious organizations, court systems, criminal justice system and community government.
4.	Student/Intern assesses impact of poverty, racial, social, economic and environmental injustice on clients served by the agency.

Evaluation of Practice Behaviors				
Does Not Meet Expectation	Beginning Level of Skill	Competent	Advanced	Mastered
1	2	3	4	5

	midterm	final
a. Assesses client’s systems, conducts assessment, including strengths, risk factors, and cultural considerations		
b. Able to organize key content areas including basic summary and interpretation of client data.		
c. Develops mutually agreed upon goals/outcomes		
d. Selects appropriate intervention strategies based on assessment.		
e. Integrates, analyzes, and synthesizes information from a variety of perspectives and multiple sources of knowledge in the development of professional judgment and assessment.		
f. Utilizes conceptual frameworks to guide process of assessment.		
g. Critiques and applies knowledge of theoretical frameworks to understand person and environment, and their reciprocal interactions (which is how they impact each other).		
h. Is able to assess how systemic racism, sexism, etc and economic injustice impact clients lives on all system levels.		

Comments required at the end of semester but encouraged at mid-term for the student:: _____

Competency #8: Intervention - Intern intervenes with individuals, families, groups, organizations, and communities.

LEARNING OPPORTUNITIES AND STUDENT ACTIVITIES TO ACHIEVE COMPETENCY #8	
1.	Student/Intern defines an individual client need in behavioral and measurable terms.
2.	Student/Intern selects an appropriate intervention strategy utilizing best practice from the literature.
3.	Student/Intern plans with the client system level interventions that are needed on macro, mezzo and family systems level as well as intervention needed on client system level.

Evaluation of Practice Behaviors				
Does Not Meet Expectation	Beginning Level of Skill	Competent	Advanced	Mastered
1	2	3	4	5

	midterm	final
a. Demonstrates ability to define client needs in behavioral and measurable terms that are realistic and attainable.		
b. Selects intervention strategy appropriate to client goals, including prevention as indicated, utilizing "best practices" research from the literature		
c. partializes steps of intervention so client can easily see progress		
d. Implements intervention strategy to attain client goals and initiatives		
e. Advocates for clients and works collaboratively with available resources		
f. Facilitates transitions and endings		
g. Utilizes conceptual frameworks to guide process of intervention. (systems theory)		
h. Considers systems level interventions that are needed, on macro, mezzo/organizational/group as well as micro/ family system level		

Comments required at the end of semester but encouraged at mid-term for the student: _____

Competency #9: Evaluation – Intern evaluates practice with individuals, families, groups, organizations, and communities.

LEARNING OPPORTUNITIES AND STUDENT ACTIVITIES TO ACHIEVE COMPETENCY #9	
1.	Student/Intern chooses appropriate evaluation measure and explains rationale for choosing the method of evaluation.
2.	Student/Intern utilizes what is used from the outcome of the evaluation to revise the intervention.
3.	Student/Intern evaluates agency response to community or group level issues that contributed to client’s challenge.
4.	Student/Intern utilizes what is learned from evaluation of agency response to propose a method for responding utilizing a community wide intervention and/or education.

Evaluation of Practice Behaviors				
Does Not Meet Expectation	Beginning Level of Skill	Competent	Advanced	Mastered
1	2	3	4	5

	midterm	final
a. Critically analyzes monitors and evaluates interventions.		
b. Utilizes evaluation data to revise interventions.		
c. Able to appropriately end client relationship, evaluate need for further resources when needed.		
d. Utilizes conceptual frameworks to guide process of evaluation.		
e. Analyzes and evaluates agency’s response to changes and needs of the community.		
f. Demonstrates an ability to identify and appraise existing services and resources.		
g. Provides suggestions for change in service delivery and practice, based on contextual analysis.		

Comments required at the end of semester but encouraged at mid-term for the student: _____

EDUCATIONAL LEARNING PLAN: Signature Page

Educational Learning Plan Initiated			
Student Signature:		Date:	
Field Instructor Signature:		Date:	
Field Liaison Signature:		Date:	
Task Supervisor: <i>(if applicable)</i>		Date:	
Mid Field Evaluation Conducted			
Student Signature:		Date:	
Field Instructor Signature:		Date:	
Field Liaison Signature:		Date:	
Task Supervisor: <i>(if applicable)</i>		Date:	
Final Field Evaluation Acknowledgements			
Student Signature:		Date:	
Field Instructor Signature:		Date:	
Field Liaison Signature:		Date:	
Task Supervisor: <i>(if applicable)</i>		Date:	